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The purpose of a recent writer¹ on community civics has been to supply the teachers of the seventh and eighth grades with material which meets the interest and attainments of the pupils of these grades. The author has realized in preparing the book that it will not apply to all classes alike and that the teacher will need to adapt it to the special needs of the class.

The content of the book is presented in fourteen chapters. In chapter i the author develops the community idea by emphasizing the interdependence of people; the relation between different communities such as the home, the school, and the state; the beginning and development of the city; the different kinds of communities; the acquirement of citizenship; and the ways in which the community helps the citizen. Chapter ii is devoted to a discussion of the conditions necessary for good health, the purification of air and water, the disposal of waste matter, the feeding of a city, living conditions at home, the promotion of individual health, and keeping the community clean. Other chapters deal with "Training the Growing Citizen," "Providing Recreation," "Planning the Community," "Laying up Wealth," "Promoting Right Living," "American Ideas about Government," "Law-making and Law-enforcing," "Voting," and "Supporting the Government." The book contains many impressive illustrations, and at the end of each chapter a list of topics is presented whereby the subject may be further developed and related to the local community. Those who are acquainted with Mr. Hughes's book on community civics for high schools will find this book very similar in organization.

The distinctive merit of the book rests on the topics which the author has included in his discussion. They are undoubtedly of a sort that will not only interest the pupil but will awaken in him the spirit of community service. While the book may be highly commended in choice of topics and in adaptability to the seventh and eighth grades, the teacher must use wisdom in fitting the book to her special needs and in teaching the subject not merely by the question-and-answer method and by requiring themes, but through actual participation in life's activities.

JAMES VAUGHN

New encyclopedia.—The function of a set of reference encyclopedias in a school library is clearly recognized. The value of such books, however, is conditioned by their recency of publication, scope, accuracy, and literary style. The radical changes and advancements brought about by the world-war have emphasized the need of a comprehensive postwar encyclopedia. This need has been met by the publication of an eight-volume reference work² by F. E. Compton and Company.

¹ R. O. HUGHES, *Elementary Community Civics*. Boston: Allyn & Bacon, 1922. Pp. iii+449.

² *Compton's Pictured Encyclopedia*. Chicago: F. E. Compton & Co., 1922. Vols. I-VII. Pp. 3,842. Vol. VIII in preparation.

The aim of the editors is concisely stated:

Our governing purpose throughout this work has been fourfold: (1) scholarly accuracy and breadth of view; (2) interesting treatment, obtained by focusing the attention on the most striking, salient, and picturesque aspects of each topic discussed; (3) simplicity, clearness, and directness of language, without insulting the reader's intelligence by trying to "write down" to him; (4) wealth of illustrations which visualize and dramatize the text [I, xii].

The general character of the encyclopedia may be inferred from the high standing of the editorial staff. Dean Ford, of the University of Minnesota, is the editor-in-chief, while the position of managing editor is filled by the historian, Samuel B. Harding.

These volumes are especially well adapted to the needs of the school. They represent a compromise between the style of the expensive, many-volumed, and technically written encyclopedias and the light, and frequently inaccurate, treatment of the popular magazine. All of the material for this encyclopedia has been written by specialists, then re-written in a more popular style by a staff of journalists, and finally checked by the original writers in order to make sure that the popularizing of the articles has not destroyed their scientific accuracy. The result is a very readable body of material for both the school child and the adult.

The plan of the eighth volume, which is soon to be issued, is novel and has considerable merit. In this volume will be combined the functions of an ordinary index and a miniature work of reference. This will make an excellent source for quick reference, as well as a guide to further reading when more information is desired.

The art work and the mechanical construction deserve special mention. The careful selection of pictures and illustrations is particularly adapted to school use, while the maps are excellent in clearness and in choice of detail. The non-glaring paper which is used is an item worthy of comment.

As an inclusive work of reference for school use this publication is an outstanding contribution. The fact that it is entirely new and modern, together with its departure from the traditional academic style of treatment, makes it very desirable for the classroom or library.

A new series of arithmetic texts for elementary schools.—The present need in arithmetic teaching is for a text in which the material is carefully organized in steps of progressive difficulty with enough drill upon each step to insure its mastery at the time presented. Further, there must be enough interesting, live material included in the text to offer many opportunities for using the tools of arithmetic in a variety of situations.

It is to meet these needs that a new set of three texts has been prepared by Mr. Anderson.¹ The purpose of each book is clearly stated in the Preface.

¹ ROBERT F. ANDERSON, *The Anderson Arithmetic*. Book I, pp. xiv+274; Book II, pp. vi+282; Book III, pp. vi+312. Boston: Silver, Burdett & Co., 1921.